



Mark Scheme

Specimen Paper

Pearson Edexcel International GCSE
In Spanish (4SP1)
Paper 2 Reading and Writing

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1 (a)	<p>1. The only correct answer is B</p> <p><i>A is not correct because tastes are not mentioned</i></p> <p><i>C is not correct because shopping is not mentioned</i></p> <p><i>D is not correct because food preparation is not mentioned</i></p>	(1)
1 (b)	<p>1. The only correct answer is C</p> <p><i>A is not correct because this food is not healthier</i></p> <p><i>B is not correct because this food is not healthier</i></p> <p><i>D is not correct because this food is not cheaper</i></p>	(1)
1 (c)	<p>1. The only correct answer is D</p> <p><i>A is not correct because ingredients of bread are not mentioned</i></p> <p><i>B is not correct because biscuits have a different flavour</i></p> <p><i>C is not correct because contents of normal bread are not mentioned</i></p>	(1)
1 (d)	<p>1. The only correct answer is C</p> <p><i>A is not correct because they will be cross</i></p> <p><i>B is not correct because changing diet will make them cross</i></p> <p><i>D is not correct because their tastes are not mentioned</i></p>	(1)
1 (e)	<p>1. The only correct answer is A</p> <p><i>B is not correct because you should not simply accept the advice of famous people</i></p> <p><i>C is not correct because cooks are not mentioned</i></p> <p><i>D is not correct because parents are not mentioned</i></p>	(1)
1 (f)	<p>1. The only correct answer is D</p> <p><i>A is not correct because it is stupid to change your diet unnecessarily</i></p> <p><i>B is not correct because you should have a medical reason</i></p> <p><i>C is not correct because you should have a medical reason</i></p>	(1)

Question Number	Answer	Mark
2 (a)	L	(1)
2 (b)	B	(1)
2 (c)	C	(1)
2 (d)	I	(1)
2 (e)	A	(1)
2 (f)	F	(1)

Question Number	Answer	Mark
3	A Frambuesa	(1)
	B malcriado, matias67	(2)
	C Frambuesa	(1)
	D matias67	(1)
	E None	
	F malcriado, Frambuesa	(2)
	G malcriado	(1)

Question Number	Answer	Accept	Reject	Mark
4(a)	El uno de septiembre	Primero de septiembre		(1)
4(b)	19		3	(1)
4(c)	Con discapacidad/ Discapacitados	6-18 años		(1)
	AND Sin discapacidad/ físicamente capaces			(1)
4(d)	300	Trescientos/as	Mil/ 1000	(1)
4(e)	alumnos	Estudiantes		(1)
4(f)	Hacer más popular el deporte			(1)
4(g)	Es (más) baja/ pequeña	Es menos alta Los otros eran más altos		(1)
4(h)	Alegre(s)			(1)
	AND nervioso(s)			(1)

Question Number	Answer	Accept	Reject	Mark
5(a)	Son amigos AND Tienen aficiones/ gustos diferentes	Son diferentes		(1) (1)
5(b)	No presta atención (en la clase de francés) AND Se aburren	Está aburrido Piensa que la escuela es aburrida	No presto atención Nos aburrirnos	(1) (1)
5(c)	Tiene mala memoria para fechas (exactas)			(1)
5(d)	Turquía	Incorrect but understandable spellings	Turkey	(1)
5(e)	Seleccionar un papel/un personaje/un rol	Actuar como un personaje (histórico) Aslamim era Barbarroja El chico era un Caballero		(1)
5(f)	Prefieren (usar) el apellido	Usan el apellido Les gusta (usar) el apellido		(1)
5(g)	Eran prisioneros (el uno del otro) AND Tenían que hacer lo que mandaba el otro	Uno estaba a las órdenes del otro Miguel tenía que hacer lo que mandaba Aslamim		(1) (1)

Question Number	Communication and Content	
6	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • programa • noticias • anoche • divertido <p>Maximum of Level 4 if one bullet is missing. Maximum of Level 3 if two bullets are missing. Maximum of Level 2 if three bullets are missing. Candidate scores 0 if no bullets have been addressed.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	<ul style="list-style-type: none"> • Very little meaningful communication; rarely comprehensible. • The piece is rarely coherent.
Level 2	2	<ul style="list-style-type: none"> • Limited communication; occasionally comprehensible. • The piece is occasionally coherent.
Level 3	3	<ul style="list-style-type: none"> • Reasonable communication; sometimes comprehensible, though frequently lacking clarity. • The piece is sometimes coherent.
Level 4	4	<ul style="list-style-type: none"> • Generally clear communication with some ambiguity. • The piece is mostly coherent.
Level 5	5	<ul style="list-style-type: none"> • Very clear communication with little or no ambiguity. • The piece is entirely coherent.

Question Number	Linguistic knowledge and accuracy	
6	Candidate scores 0 if no bullets have been addressed.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	<ul style="list-style-type: none"> • Very limited range and variety of vocabulary and structures. • Very little evidence of correct spelling and grammar.
Level 2	2	<ul style="list-style-type: none"> • Adequate but narrow range of vocabulary and structures. • Occasional evidence of correct spelling and grammar.
Level 3	3	<ul style="list-style-type: none"> • Satisfactory range of vocabulary and structures. • Some evidence of correct spelling and grammar.
Level 4	4	<ul style="list-style-type: none"> • Good range of vocabulary and structures. • Significant evidence of correct spelling and grammar.
Level 5	5	<ul style="list-style-type: none"> • Excellent range of vocabulary and structures. • Very strong evidence of correct spelling and grammar.

Question Number	Communication and Content	
7	<p>(a) The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • lo que pasó el día cuando se abrió por primera vez • las actividades que puedes hacer allí • tu opinión de los clubes de jóvenes • si los intereses de los jóvenes cambiarán en el futuro. <p>(b) The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • la importancia que tiene para ti ir de vacaciones • cómo fue el viaje que hiciste el año pasado • las ventajas y/o las desventajas de una vacación en el extranjero • cómo decidirás dónde pasar tus próximas vacaciones. <p>(c) The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • cómo te sientes al recibir este mensaje de un viejo amigo • la importancia de los amigos • una situación en el pasado cuando un amigo te ayudó • lo que tú harías en la situación de Jaime <p>Maximum of Level 4 if one bullet is missing. Maximum of Level 3 if two bullets are missing. Maximum of Level 2 if three bullets are missing. Candidate scores 0 if no bullets have been addressed.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> • The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. • The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
Level 2	3-4	<ul style="list-style-type: none"> • The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence. • The piece is occasionally coherent and while there is some digression from the theme or purpose, it is generally clear.
Level 3	5-6	<ul style="list-style-type: none"> • The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence. • The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.

Level 4	7-8	<ul style="list-style-type: none"> The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence. The piece is mostly coherent and while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent piece of work.
Level 5	9-10	<ul style="list-style-type: none"> The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. The piece is entirely coherent and while there may be very minor ambiguities or digression from the theme, the piece is confident, fluent, pertinent and purposeful.

Question Number	Linguistic knowledge and accuracy	
7		
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> Very limited range and variety of vocabulary, grammatical structures and tenses, with a high degree of repetition. Very little evidence of correct spelling, verb formation, gender and agreement.
Level 2	3-4	<ul style="list-style-type: none"> Adequate but narrow range of vocabulary, grammatical structures and tenses, with a significant amount of repetition. Occasional evidence of correct spelling, verb formation, gender and agreement.
Level 3	5-6	<ul style="list-style-type: none"> Satisfactory range of vocabulary, grammatical structures and tenses, with some noticeable repetition. Some evidence of correct spelling, verb formation, gender and agreement.
Level 4	7-8	<ul style="list-style-type: none"> Good range of vocabulary, grammatical structures and tenses, with little noticeable repetition. Significant evidence of correct spelling, verb formation, gender and agreement.
Level 5	9-10	<ul style="list-style-type: none"> Excellent range of vocabulary, grammatical structures and tenses, including some complex lexical items and no noticeable repetition. Very strong evidence of correct spelling, verb formation, gender and agreement.

Question Number	Answer	Mark
8 (a)	comunicó	(1)
8 (b)	sufrieron	(1)
8 (c)	extremo	(1)
8 (d)	subiendo	(1)
8 (e)	intensos	(1)
8 (f)	habrá	(1)
8 (g)	esta	(1)
8 (h)	quedarse	(1)
8 (i)	se recomienda	(1)
8 (j)	apropiada	(1)

